



ANIMATION GUIDE

SUMMER 2017

Preface & Acknowledgements

This text represents the work of a group of 28 teachers enrolled in a Media Studies course at the University of British Columbia in the summer of 2017, instructed by Dr. Rachel Ralph. The challenge for the group was to write a Media Studies text that appealed to students in a range from grades 8-12 in the school system, providing teachers with an interesting, diverse, and rich resource for use in the classroom. The individual sections can be adopted and integrated into any number of subjects or adopted as a textbook for New Media Studies in the schools. Many of the Media Study Guides span provincial curricula, exploring commonalities and differences.

We acknowledge the support of family and friends and the various cultural agents and artists whose illustrations or texts were incorporated into the sections of the book. We acknowledge the work of students who contributed towards publishing this textbook.

We hope you are as inspired with the insights within each section, as we were producing these, and we encourage you to continue learning about media, culture, and technology.

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MEDIA STUDY GUIDE

CREATED By: MIKE FRIESEN



Rated - G (General Audience)

Run Time – 116 mins

Director - John Lasseter and Joe Ranft

Production -Walt Disney Pictures and Pixar Animation Studios

Distributor – Buena Vista Pictures

Release – June 2006 (US & Canada)

Animation • Family • Comedy



Highlighted Cast:

Owen Wilson as Lightning McQueen

Paul Newman as Doc Hudson

Bonnie Hunt as Sally Carrera

Larry the Cable Guy as Mater

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INTRODUCTION

As you and your students work through this guide, it will highlight such themes as friendship, diversity, community and environment while your students complete the activities below. Students will also be asked to do research on both the iconic Route 66 of the United States and conclude with a unique advertisement or marketing pitch for a small town or attraction on route 66 or the film. The film allows students to use their imaginations to answer guiding questions, complete the activities and understand core values expressed through and by the characters.



Plot

In the anthropomorphic world of Cars, a hot shot race car named Lightning McQueen, finds himself stubbornly independent with no need for close companionship. While McQueen travels to his "Piston Cup" race, he causes damage to a road in a small town and is sentenced to community service in Radiator Springs; a outlying town on the famous Route 66. While completing his community service, McQueen selfishly worries about winning his race and how he will get there in time. Over the week of his service, many characters are introduced, each contributing to McQueen's character development of core values. It is not until McQueen uncovers Doc Hudson's (Mayor of Radiator Springs) racing career, and his drive down route 66 with Sally (lawyer and manager of the Cozy Cone Motel), that he realizes he must appreciate the little things in life before they are gone. With the community service complete, and a new best friend (Mater, the cities tow truck), McQueen repays the citizens of Radiator Springs by not only repaving their road but supporting each of their small businesses that once flourished. It is here where we see that McQueen has found the importance of companionship and community, brought together by an environment, which enables him to empathize and understand that winning, success and fame should not be the finish line in life.



LEARNING OUTCOMES



The subject areas of focus within this media guide and its activities can be, but not limited to: History, Social Studies, Media Arts and Technology Education.

THEMES

Friendship

“films will always be about adventure, about self-discovery, about mystery, about the “human condition”. But the heart of life is our relationships.” “Relationships are more important than possessions or achievements, and life is more about the journey than the destination.”

<http://pixar-animation.weebly.com/friendship.html>

Community and Environment

The small road side town of Radiator Springs plays a big role in the film to represent the importance of community and holding on to tradition of the historical importance of Route 66. As the Interstate 40 is built to speed up travel time for American cross-country commuters, small towns all across the United States have been cut off from this busy roadway. The Radiator Springs community holds their roots together to keep an American tradition alive.



Diversity

Within the community of Radiator Springs, many characters that are holding the town together, are created to resemble the diversity of the population in the United States. Each small shop or business owner encompasses human stereotypes through visual, voice or actions, to depicted each characters cultural or gender background.

DISCUSSION AND ACTIVITIES

BEFORE THE FILM



Trailer length - 2:31 mins

Watch the trailer **without sound**:

Discussion: (60 seconds with partner and then as a class)

- Character and environment observations?
- Themes and genre? What made you think this?

Guiding questions to think about before watching the trailer with sound

- What does sound do to help understand the story? Can you pick out any themes or genre now?
- Did you notice any advertisements? Do they translate to real companies? Explain.
- Did you catch anything on the second viewing that you may have missed on the first viewing without sound?

Watch the trailer again, this time **with sound**:

Discussion: (2 mins with partner and then as a class)

- Above questions





AFTER THE FILM



DISCUSSION QUESTIONS

- What city does McQueen find himself in when he is chased by the police?
- What main highway runs through this city? (hint: look at signs)
- List as many automotive themed objects you can remember on the landscape during Sally and McQueen's drive. Are there anymore in the town. *View this clip for a recap: <https://www.youtube.com/watch?v=wZBVWLNtVIA>*
- What did the freshly paved road mean to Sally and the rest of the town?
- What is the importance of having friends and fans, a supporting pit crew and crew chief?
- List as many life lessons that the city and residence of Radiator Springs teach McQueen by the end of the film?
- ****Bonus**** When McQueen gets a new paint job and white walled tires, what car is he modeled after? (Hint: 1950's General Motors sports car)



Activity 1

Character Analysis and Community Diversity

Spend some time discussing with your class 5 different characters of your choice and why the story writers created them.

Look at the following:

- **Names**
- **Actions**
- **Appearance**
- **Personalities**
- **Language**
- **Stereotypes**

Discussion Questions:

- What is community? Examples?
- What is diversity? Examples?
- Why would the film emphasize these themes? Where do you notice them in the film?



Extra Discussion topic

Re-watch the link below of Lightning McQueen's fastest pit stop with Guido's tremendous speed.

Discuss:

- The assumption of Guido's ability from others (bullies) because of his size.
- How would this make you feel if someone questioned your ability?



<https://www.youtube.com/watch?v=KXkNQzfwBOK>



Activity 2



What is Route 66?

Research and present a brief history of Route 66 and the main cities and states it runs through. This can be completed with a paper, podcast, presentation or video.

This short PBS video can help generate some ideas - https://www.youtube.com/watch?v=AGQYfB_DcxY

Guiding Questions:

- Why is Route 66 called the “Mother Highway”?
- List all major US cities that Route 66 flows through, along with the end points.
- What major attractions are on route 66 and featured in the film? Pick one to write about and describe.

Follow up with a map activity that labels the states and cities that Route 66 passes through as well as the attractions that made it iconic.



Activity 3



Environment and Media

In a small group, collaborate your research of Route 66 and select one of the following Route 66 themed items to produce a digital advertisement (Poster, video or podcast)

- Once thriving business
- Current or past attraction
- Advertisement brand from the film
(Excluding *Rust-eze Bumper Ointment*)



Further Work to Explore

- Disney & Pixar's Cars 2 & Cars 3
- Disney & Pixar's Planes
- History Channel - Modern Marvels Route 66

References

- Lasseter, J. & Ranft, J.(Directors). (2016). *Cars* [Motion Picture]. United States: Walt Disney Pictures.
- Google Images



CARS MEDIA STUDY GUIDE CREATED

By: MIKE FRIESEN



Disney · PIXAR

FINDING

DORY

Media Guide





About The Film

Curriculum Connections:

This media study guide is intended to be used alongside the film Finding Dory in various class settings for teachers and students. The contents of the guide may be applied to English and Science subjects.

Title: Finding Dory

Release date: June 17, 2016 (Canada)

Rating: PG

Running Time: 97 minutes

Directors: Andrew Stanton, Angus MacLane

Producer: Lindsey Collins

Production: Walt Disney Pictures, Pixar Animation Studios

Distribution: Walt Disney Studios Motion Pictures

Introduction

Pixar has never shied away from exploring real life issues. *Finding Dory* touches on disability and its perception and treatment in society. The flashbacks show how difficult it was for Dory's parents as she was growing up, as a clear representation of parents with special needs. Dory constantly blames herself and her inability to remember anything. Marlin also plays an important part with how he doubts the abilities of other disabled characters.

The movie is the highest grossing animated film of 2016 with a 94% rating on Rotten Tomatoes, and won in several public voting awards like the People's Choice, Teens' Choice and Kids' Choice awards.







Key Concepts



Disability Culture

This movie explores a disability culture that allows its characters to achieve goals despite the limitations placed on them. For example, Dory's ability of overcoming her memory loss is an example of conquering barriers through perseverance and determination. For example, Dory's uses her slight memory to challenge her memory loss by visiting areas in which she felt familiar by using her other senses, such as her sense of hearing and sight. In addition, Dory uses peer support to embrace her disability.

Bailey the beluga and Destiny the whale shark exemplify teamwork to overcome their individual limitations to help Dory locate her parents. For example, Bailey utilizes his heightened ability of eco-location to help Destiny with her nearsightedness, when jumping over the wall into the ocean.







Key Concepts



Family & Friendship

This movie explores the strength and support that family and friendship provides. For example, Dory's parents, Jenny and Charlie, continue to put out shells guiding their daughter home despite the numerous years, in the hopes of Dory using them to find her way back. In addition, even though they had no biological relation to Dory, her friends Nemo and Marlin, provided support throughout her ongoing struggle with short term memory loss and helped reconnect her with her family. Marlin also overcame his fear of loss in order to provide that support.







Key Concepts

Identity

This movie explores the theme of identity and affirms one's position in a community. For instance, when Dory finds her parents she identifies herself as a daughter belonging to a rediscovered family. Dory experiences a sense of loss by not having memories of her parents or where she came from. This void was fulfilled when Dory meets her parents and regains her memories.



Focus Questions

- 1. What are the effects of movies that portray inconsistencies that detract from reality? How do they effect the audience/viewer?**
 - 2. What is the importance of perseverance and determination in times of great struggle?**
 - 3. How does the film demonstrate the advantages of having a disability?**
- 
- 



Activity 1

- Food Web Activity

Making realistic connections to
the biological facts


- In groups, research family, genus, and species of the characters from the movie.
- Design food chains and food web using the species researched while making sure it is consistent with biological facts.

Discussion Question:

- Is every character from the movie able to exist in the same habitat?
- Is there any predator-prey relationship illustrated as friendship in the movie? or vice versa?

Extension Activity:



Design a healthy ecosystem that consists of producers, primary consumers, secondary consumers, tertiary consumers, decomposers, and detritivores. Include numbers of organisms for each species.





Activity 2 - Discussion

Investigate the real-world inconsistencies in the movie

- Whale Sharks aren't even remotely related to actual whales, so how could Dory have learned to speak "whale" by talking to Destiny?
 - Sea urchins have poisonous spines that can cause paralysis. So what are they doing in the Touch Pool?
 - When Dory, Marlin, and Nemo make it back to Quarantine, they end up at one point inside a mop bucket. Not only would that bucket probably not be filled with salt water, but wouldn't it also likely have a lot of toxic cleaning solutions mixed in, too?
- 
- 

Sources for Further Study

Disability Links and Resources

<https://www.rickhansen.com/Our-Work/School-Program/Resources/Disability-links-and-resources>

Can Saltwater Fish Live in Fresh Water? (Live Science)

<https://www.livescience.com/32167-can-saltwater-fish-live-in-fresh-water.html>

"Dory" Bred in Captivity for the First Time

<http://news.nationalgeographic.com/2016/07/wildlife-blue-tang-aquarium-trade/>

Why was Sigourney Weaver featured in Finding Dory?

<https://www.quora.com/Why-was-Sigourney-Weaver-featured-in-Finding-Dory>



A MEDIA STUDY GUIDE CREATED BY MELISSA ALBLAS, MICHELLE ALBLAS AND LINDA HOM

Title: Inside Out

Rating: PG

Running Time: 95 minutes

Directors: Pete Docter and Ronnie Del Carmen

Producers: Jonas Rivera, John Lasseter, Andrew Stanton and Mark Nielsen

Music: Michael Giacchino

Production Companies: Pixar Animation Studios and Walt Disney Pictures

Distribution: Walt Disney Studios Motion Pictures

CURRICULAR CONNECTIONS

This media guide is written for students to accompany the film *Inside Out*. It suggests activities for English, Physical and Health Education, Leadership, Drama, Art, Science, Psychology and Technology Education (Media Studies) for students in grades 8-12. The activities can be levelled up or down to meet various grade levels. This study guide also meets some of the competency profiles in BC's new curriculum core competencies.

ABOUT THE FILM

A young girl named Riley is uprooted from her hometown of Minnesota to San Francisco where her father gets a new job. As she has grown up her emotions Joy, Disgust, Fear, Anger and Sadness have formed her memories that get stored in her long-term memory. As she moved to a new city Riley needs her emotions to guide her through starting a new school, meeting new people, and her change of home. In an attempt to save her core memories from becoming sad memories Joy and Sadness get lost in Riley's long-term memory. Disgust, Fear and Anger are left at headquarters to navigate Riley's emotions as Joy and Sadness venture on a mission to make their way back to headquarters. Throughout the film we learn more about emotions, their relation with one another and the need to understand them.



Before Watching the Film

Discussion Questions:

- What are emotions?
- What emotions do you experience the most? Are some emotions more important than others?
- List and discuss some possible causes for each type of emotion.
- What other Disney animated features have you seen? What did you think about other Disney animations?
- Discuss film genres. What is an animated movie? What might be some benefits to creating an animated movie? How do you put together an animated movie? When making an animated movie, who do you think the intended audience is?
- Do you think animated movies are educational? or entertaining? or both?



Watch the Trailer

https://www.youtube.com/watch?v=1t0A_tZGrYw
(teaser trailer)

https://www.youtube.com/watch?v=_MC3XuMvsDI

- Based on the trailer, describe the characters. Who do you think is the main character(s)?
- Based on the trailer, predict what you think will happen in the film.
- What emotions are introduced? What characteristics describe these emotions?
- Which emotion do you think is the most important? Why?

After Watching the Film

Discussion Questions:

- What did you enjoy about this movie?
- What scene do you remember best? Why do you think that is?
- Did you like the ending? Why or why not?
- How does Riley grow at the end of the film?
How does Joy grow? What about her Mom and Dad?
- Do you remember the names of the different emotions and what they were?
When might you feel this emotion?
- Who was your favourite emotion? What did you like most about him/her?
- What other emotions are there that you did not see in the movie?
When might you feel these emotions?
- Is sadness a bad emotion? Why or why not?
- Is there a reason for the gendering of certain emotions? (Why are Joy, Sadness, and Disgust female and Anger and Fear male?) Are there stereotypes present in the film's depiction of emotion?
- What emotions would you feel if you moved to a new city? Or to a new school? What else would cause these same emotions?
- How do you feel when you go to a familiar place?
- How do you think Sadness made Bing Bong feel better? What did she do or say? Why do you think this made Bing Bong feel better?
- How do you think Joy felt when she realized Sadness is an equally important emotion as Joy?
- What do you normally do when you are feeling Angry? Sad? Fearful? Joyful? Disgusted?
- What are some other things you can do or say when you are feeling Angry? Sad? Fearful? Joyful? Disgusted?
- Who can you talk to when you are feeling Angry? Sad? Fearful? Disgusted?





Inside Out Themes

Many themes emerge from Inside Out. Discuss major themes that come to light in the film. Following the discussion, explore the subsequent themes: Emotions, Memories, Family and Grief/Loss.

EMOTIONS/FEELINGS

We all experience emotions/feelings – those sensations that happen on the inside. Feelings are often complicated and we often experience multiple feelings at once. They drive our thinking, behaviour, reactions, and experiences. They are a part of who we are. The more we can pay attention to our feelings, the better they are able to guide us in our lives and help us in difficult circumstances.

➤ UNDERSTANDING EMOTIONS

- When we meet Riley, most of the time Joy is in charge of her thoughts and personality. Which emotion(s) do you feel most often?
- Do you think our society values certain emotions over others? Which ones?
- Through out the movie Joy goes to extreme lengths to force Riley to smile and be happy. As Joy focuses on this, Riley becomes more frustrated, lonely and upset. Is it necessary to always be happy? What negative things can happen when you force yourself to smile and appear happy even when you aren't happy?
- Throughout the movie, Joy has a difficult time understanding sadness' purpose and role in Riley's life. It is not until the end, when Joy sees that Riley must experience sadness in order to work through pain and that she learns that other emotions, like sadness, are also important. Why? What positive roles do emotions like sadness, disgust and anger (emotions that are traditionally viewed as negative) play in your life and well being? What happens if you ignore these emotions?
- Do you think it is easier for males or females, or for younger or older people to express different emotions? Which ones? Why?
- How do emotions guide you through life?
- Are there more than the five emotions shown in the film? What happens if two emotions merge/work together? Example: Joy+Fear=Surprise. Sadness+Fear=Anxious. Discuss what other emotions might overlap.
- What does it mean to have "mixed emotions" about something? How do all of our different feelings relate to each other? Can you have joy without sadness? Why is it important to feel a range of emotions? [watch 25:58-26:47]
- Research what emotional intelligence is. Determine how this movie informs our emotional intelligence.



EMOTIONS/FEELINGS

➤ **COPING STRATEGIES**

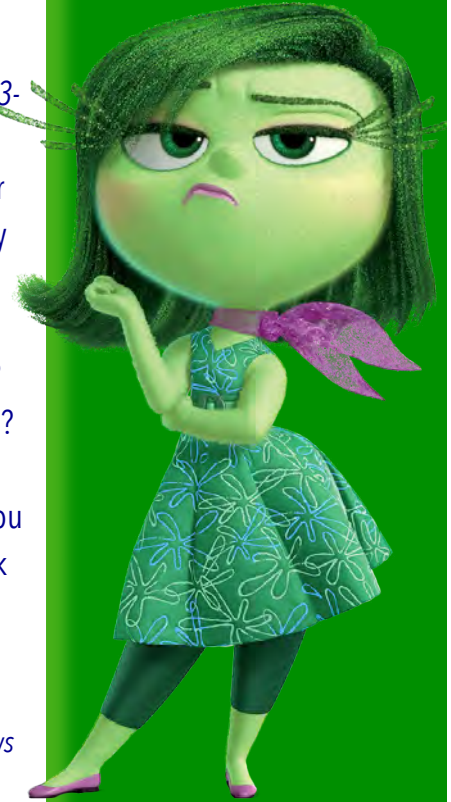
Riley is pretty quiet throughout the movie as the real action takes place inside her brain. How could she use her "inner speech" to help organize her thinking and make sense of her emotions.

- In the movie, Joy tries to put sadness in a circle and tells her not to come out. Does this work? What happens? [watch 20:03-21:35]
 - It's OK to feel your feelings. When you try to keep your uncomfortable feelings away, they start to spread. (Joy and Sadness get lost in the movie)
- Does Riley push away her support when she's feeling sad? Who is there to support Riley? Who are your support people?
- What other strategies could you use when you are feeling sad? Angry? Etc...
 - Look up and discuss various coping strategies when you feel certain emotions (positive self-talk, relaxation, talk to support person etc...)

➤ **GRIEF/LOSS**

Riley loses her friends, school, hockey team, basically everything she has known except for her family. Losses are big and small...everyone Riley knows to not being able to skate at the local lake in the winter time

- Define grief. Identify someone or something that you have lost. Connect how you felt.



➤ **PROBLEM SOLVING**

Riley faces many problems in the film and she tries several surface strategies to make her situation better: decorate her room, spend time with mom, try a new restaurant...yet, she doesn't seem to have the skill set to tackle more challenging problems.

- Research and create your own step-by-step problem-solving guide outlining effective ways to approach a problem. Provide an example of what this might look like for a problem you have faced.
- What problem does Riley think running away will fix? Why is she wrong? What could have happened to her if she'd gone through with her plan? Brainstorm alternate solutions. Apply your step-by-step problem solving guide to help Riley. [watch 1:00:09-1:22:55]

MEMORIES

Memories help Riley recall events in her past. In this film we are shown how memories are created, how past memories of events can regulate emotion and how memories can be changed when they are remembered.

- Explore how memories are depicted in the film. [watch 4:40-7:34]
 - How are the glowing balls or "core memories" made? What are your "core memories"?
 - What do the core memories have to do with your personality? What core memories shape and define your identity and personality?
 - When Sadness touches when of the happy core memories, she colours it blue. What do you think is going on then? Is it possible that our current mood can colour our past memories or just how we define our personality? [watch 22:30-24:51 & 1:19:41-1:23:59]
- Research the structure of the human brain. How are memories created? How are they stored? How are they recalled?
 - Compare and contrast with the film.
 - Based on research and the film, debate:
 - If you can lose a memory? [watch 34:40-36:01]
 - If some memories are more important than others?
 - If you can change a memory?



FAMILY

Family dynamics differ from person to person and situation to situation. Families can experience a range of events that lead to different emotions that have to be dealt with individually or as a family. In the film, we see Riley's family move cities and have to adjust to their new home in San Francisco. This comes with many highs and lows.

➤ COMMUNICATION

- Why is it hard for Riley to tell her parents how she's feeling? Is it OK for them to ask her to be their "happy girl"? How does that make her feel when she's *not* in a particularly joyful state of mind? Have you ever felt like you *had* to feel a certain way to please someone else? Is that fair? Extend discussion by acting out scenarios in which you have to communicate your feelings with another. [watch 16:43-18:02]
- What did the parents say or do when Riley was feeling sadness or anger? Did you like what they did or said? How do you think that made Riley feel? Is there anything you would have liked her parents to have done or said instead/as well? [watch 26:47-32:40]

➤ SACRIFICE

- Riley and her family go through a lot of changes when they move cities. Have you ever gone through a big transition? What did you have to give up? What did you gain? Use Plotagon to recreate a situation where you had to make a sacrifice.



CULMINATING PROJECTS

- Have students create a cartoon (sketch by hand or use an online app) using the characters from Inside Out that shows their reaction to an emotional incident.
- Have students create an art project (digital story, model, movie, photo essay etc..) depicting an "island" of personality (like the islands that Riley has in her memory: goofball island, hockey island, friend island, family island and happy fun-time island) that applies to their personal history or memories.
- Have students create their own dream. Give students the following scenario: they have just entered Dream Productions, a movie studio, and they have been asked to choreograph a dream for tonight. They will bring their dream to life by producing a video (camera, stop motion animation, powtoon etc...). They must explore at least two of the five emotions demonstrated in the movie (Joy, Sadness, Disgust, Anger and/or Fear). They may also choose to add other emotions (Grief, Pride, Anxiety, Confidence, etc...).
- Have students put together skits role-playing various coping strategies for dealing with life stresses such as loss, sacrifice, and loneliness.
- What do you think your own emotions might look and talk like? What about those of your friends and family members? Ask students to draw what they think might be going on inside their own head.
- Write a persuasive short story regarding a chosen event from the perspective of one of the emotions. (for example, an event from their life, from a novel or history)



Further Viewings

• **Emotions of Pixar**

<https://vimeo.com/129634826>

- Toy Story (1995) *What if toys had feelings?*
- A Bug's Life (1998) *What if bugs had feelings?*
- Monsters, Inc. (2001) *What if monsters had feelings?*
- Finding Nemo (2003) *What if fish had feelings?*
- The Incredibles (2004) *What if superheroes had feelings?*
- Cars (2006) *What if cars had feelings?*
- Ratatouille (2007) *What if rats had feelings?*
- WALL-E (2008) *What if robots had feelings?*
- Up (2009) *What if dogs had feelings?*
- Brave (2012) *What if Scotland had feelings?*

References

Docter, P. & Del Carmen, R. (Directors). (2015). *Inside Out* [Motion Picture]. United States: Walt Disney Studio Motion Pictures.

THE LEGEND OF ZELDA

A MEDIA GUIDE BY STEPH MARTYNIUK

INTRODUCTION AND HISTORY

- **Release Date:** 1986
- **Genre:** Adventure / Puzzle
- **Platform:** Nintendo System / Flash Game
- **Created by:** Shigeru Miyamoto
- **Legacy:** Considered to be one of the most influential games of all time, over 20 games in series, top score critic ratings in most games, musical score performed internationally, spearheaded the standard format for role playing games we know today.
- **Play online here:** <http://www.playretrogames.com/2367-the-legend-of-zelda>



INFLUENCES

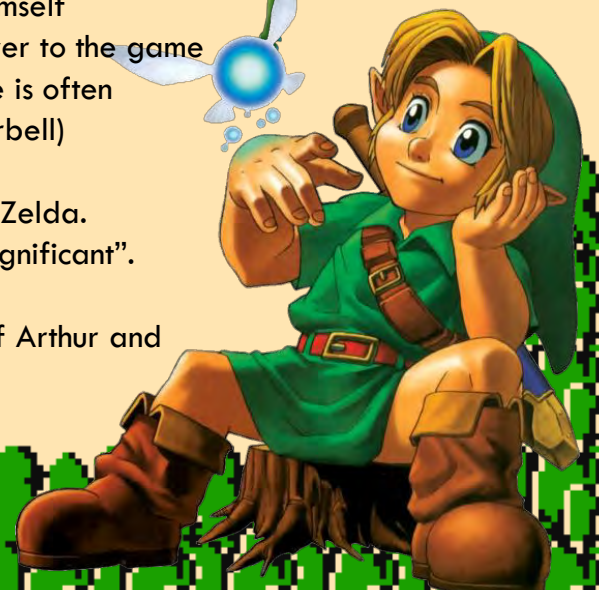
Game play inspiration: Miyamoto himself stated the inspiration of the game's adventurous play-style stems from his love of exploring the fields, lakes, villages, and caves nearby in his childhood and getting lost amongst the many sliding doors in his family's house.

Setting: Hyrule Kingdom: European / Western Medieval Model

Link: The name of the hero Link comes from Miyamoto himself attempting to use the silent protagonist to "Link" the player to the game experience. The hero's costume is based on Peter Pan. He is often accompanied by a fairy companion (influenced by Tinkerbell)

Zelda: A princess named after F. Scott Fitzgerald's wife, Zelda. Miyamoto simply like the sound of the name, calling it "significant".

Master Sword: Lore loosely based around the Legend of Arthur and Excalibur.



LEARNING OBJECTIVES

Summary:

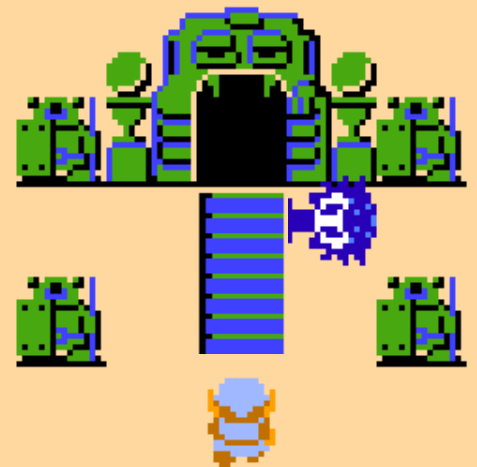
This media guide introduces a well known game that spearheaded how the idea of adventure and story telling made a significant impact in the development of the modern video game.

This Media Guide is an excellent introduction for those classes looking to teach **technology, visual arts, history, cultural studies, and digital literacy**. This media guide also dives into themes that can be really explored in any **English / humanities class** that focuses on character and story development. While this guide is aimed for Secondary Students, it can easily be adapted for elementary students, as well.

MEDIA GUIDE OBJECTIVES:

Introduction of Video Game History – students will be able to recognize and appreciate the significance of how this video game advanced the importance of story telling and programming for future game designs of the 21st Century.

Story Telling Elements - Students will be able to apply appropriate strategies on how to deconstruct character development and gender representation in common hero structure narratives.



KEY CONCEPTS / QUESTIONS

- How can such a simple game extract valuable learning material?
- How are heroes / characters generally portrayed in terms of standard norms and gender roles narratives?
- Why is exploration so rewarding?

MAIN THEMES

THE HERO'S QUEST

Also known as the Monomyth, Hero's Cycle or Hero's Journey, this circular pattern is a common structure that follows character development of the Hero starting and usually ending his adventure back to where he started but as a changed, grown individual.

The Legend of Zelda is a great example to introduce and explore the simple concept of a typical Hero, Link, starting out on an adventure of his very own where he encounters new friends, mentors, dangers, and of course saves the world. It is also a good way to introduce the Hero's Quest in writing to elementary students. High school students can dive in depth the breakdown of the Hero's journey where student's imagine themselves as Link.

Further Exploration: Looking at newer Zelda games, students can explore further character development as technology allowed to incorporate more and longer segments of cinematics and story telling at various stages of The Hero's Quest.

THE THRILL OF EXPLORATION

Who doesn't love to freely run around a world where we can make mistakes, fail, explore secrets without the fear of real life game overs? The Legend of Zelda is a response to Miyamoto's thrill of exploring the unknown during childhood in a virtual space. Link's interaction in this virtual space is entirely dependant on the player. It's an active participation of player initiation and interest. In a way, this game is a personal journey of the player themselves where their exploration dictates how the game's world interacts with them. It also showcases cause and effect. What is an adventure? What makes it so exciting, thrilling, engaging, dangerous? Why do we explore? Why are we all different?

THE PORTRAYAL OF GENDER

The Legend of Zelda games typically portrays very standard "stereotypical" roles of characters in the games and is great to unpack with students.

Hero: A young boy coming of age / A young man from a simple background ready to explore the world on his own. Orphan or family unknown.

Princess: Beautiful girl in trouble / kidnapped damsel in distress archetype who waits for the hero to save the day. Often holds some inherited incredible power/magic within her that the hero will need to use to vanquish evil.

Antagonist: Evil, large, demonic-shape-shifting, adult male bent on destroying everything.

Mentor (Male): Ancient wise man / father figure who launches the hero on his quest. Usually does not accompany the hero.

Mentor (Female): Wise single female that explains or answers questions related to the hero's quest. Does not accompany hero, but appears at pivotal moments of the story.

Sidekick: Sassy, intelligent female (non-human character) who acts as guide, support, and navigator. Usually has vast knowledge of the world and can babble on about the lore, world, and its enemies for days on end. Often seems to have a love interest in the Hero but never acts on it.

THE PIONEER OF MODERN GAMING

The Legend of Zelda spearheaded the following:

- Open World / Non-Linear gameplay
- Naming the Hero / Player controller character
- Save function
- Exploration and uncovering secret places
- Puzzle and Combat in one experience
- Design of sprites / world influenced the gaming style of the modern RPG
- Storytelling as part of the gaming experience

BEFORE PLAY (DISCUSSION AND ACTIVITY)

QUESTIONS TO CONSIDER FOR IN-CLASS DISCUSSION / WRITING PROMPTS

- What is a hero? Where does our understanding of the typical “hero” originate from?
- Why is the “Hero’s Journey” so successful?
- Does conflict need to happen in order for an adventure to start?
- Why do we love challenge? What makes it enjoyable? How far does something have to go in order for that challenge to be too boring or too strenuous?
- What are the standard (common) character sets for male heroes? How about female ones? Can you think of any others that push the “norm” of this model?

PRE-PLAY ACTIVITY EXAMPLES

ACTIVITY A

- In pairs or small groups give students well known stories and ask them to compare these stories to the hero’s quest model and pay attention to how gender roles are portrayed in the story.

Now Write:

- Prompt a writing activity that asks students to re-imagine the characters: (i.e. change the gender, change the age, change the setting/time period, add a new character in)

ACTIVITY B

Explore gendered stereotypes in stories / fairy tales:

“The Female Damsel in Distress Archetype” (examples below that challenge this notion)



FIONA KICKS BUTT! (DREAMWORKS, “SHREK”)

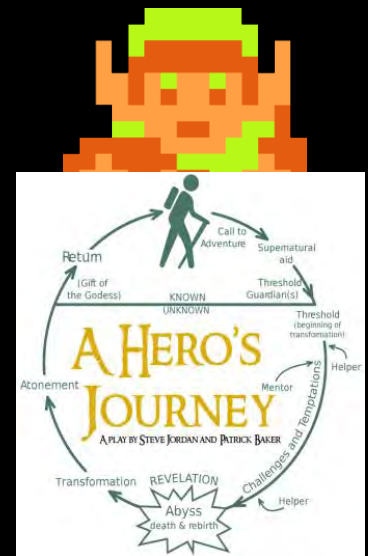
Not all Princesses are waiting for their knight in shining armour! A well known film, “Shrek” features a scene where we see the Princess surrounded by Robin Hood and his Men, kick some major awesome tail and hold her own. Building discussion around why Dreamworks would incorporate this into their film would be something interesting for students to explore.

<https://www.youtube.com/watch?v=qqafBgPWzAO>



ROBERT MUNCH’S “PAPER BAG PRINCESS”

Even though this is a children’s book, Robert Munch’s book, “The Paper Bag Princess” is an excellent narrative to discuss with students of all levels about gender roles and expectations of men and woman in a fairy tale setting. Munch creates a resilient, intelligent, independent female heroine whose ideals of what it means to be a Princess is spun in quite an interesting direction.



AFTER PLAY (DISCUSSION AND ACTIVITY)



ACTIVITY A WHO WAS YOUR HERO? – GIVE HIM A PROFILE

- Have students create a Facebook profile page (or other social media site) of their hero, “Link”
- Ask them to build his personality as they see suits him best according to their own personal tastes.
- Ask students to give a short synopsis of his adventure, following / challenging the hero’s quest model. Present and share with the class.
- **Alternative project:** As an ongoing project, have students **play the Legend of Zelda again** and create a blog, twitter account, graphic novel/comic book, or narration of the hero’s journey as they play it.

ACTIVITY B A LESSON ABOUT LEARNING TO ACCEPT FAILURE – BUILD A TOWER

- As students to try out the Marshmallow challenge in teams of 3-4.
- When finished, re-group. Ask teams to talk about their greatest challenges, their failures, and their successes.
- Have teams work together, start again, and re-build, fixing mistakes from before.
- Talk about the function of saving and starting again. How is it different in real life and in the virtual? pros and cons of both?
- Bring in-game play into conversation. Was there a part of the game that you failed and had to try again? What did you do differently based on your experience?
- **The Marshmallow challenge can be found here:** (<https://www.tomwujec.com/design-projects/marshmallow-challenge/>)

ACTIVITY C THE LEGEND OF ZELDA: A LEGACY

- Share the history of “The Legend of Zelda” itself and how from humble beginnings it has grown and transformed into what we see today.
- **Youtuber theGamedirect does an excellent retrospective series on the history of Zelda here:** <https://www.youtube.com/watch?v=B0jkt7cqkp0>

ACTIVITY D EXPLORING SECRETS

Miyamoto and his development team also have subtly placed secrets for the player to discover all throughout the game (usually hidden doors and passageways). These secret places have been a common staple in all following Zelda games and players now search every pixel of Zelda games to find them. One of the most famous secrets from the series is the “Keep it a Secret” catchphrase, placed in some form in every game. (influenced by J.R.R. Tolkien's Gandalf warning Frodo to keep the ring safe)

- Discuss with students what is so intriguing about secret discoveries:

Questions to prompt discussion / writing:

- During gameplay, did you find any secret doorways or passages?
- As a class create a game guide for all known secrets and tips for new players

Further Exploration:

- Can you think of any other games you have played and the secrets learned about or discovered on your own?
- What sorts of stories / histories / narratives can you think of where secrets played a pivotal role?
- Why are secrets so fun to uncover? What is so intriguing about them?
- “Half a Million Secrets” (Post Secret)
https://www.ted.com/talks/frank_warren_half_a_million_secrets



FURTHER EXPLORATION



Social Studies

- Create a Map of Hyrule based on a European Medieval Kingdom Model

English / Creative Writing:

- Create a short story / graphic novel / comic book from the perspective of your interpretative version of Link based on a piece of the game you experienced. Focus your story using one of the themes in this guide.
- Re-write the story in the perspective of another character such as Princess Zelda or the antagonist, Ganon.
- Re-imagine one of the characters (or create your own) and write an alternative story and ending.

Visual Arts / Media Arts

- After looking at how graphic designers re-design old packaging to give it a fresh look, create new box art for this game that gives a refreshing look for today's modern players.
- Re-imagine one of the Dungeons for one of the places explored in-game and make a board game / digital game based on the Dungeon.

Music:

- Compose a new theme / background music / re-mix tune to accompany the game



OTHER MEDIUMS TO EXPLORE:

Other Zelda game & themes:

- *The Legend of Zelda Ocarina of Time*: social class and racism, the power of music, gender roles
- *The Legend of Zelda Majora's Mask*: Loneliness, the battle between light & darkness, human suffering, death, sacrifice, friendship, love and adventure.

Alternative / Similar Games (PC, Android, ios versions available):

Beyond Good and Evil HD; Oceanhorn: Monsters of the Uncharted Sea; Fable III; Secret of Mana; Dragon Quest 3; Abzu; RiME

Films / Videos:

Legend (1985); Dark Crystal; Princess Bride; The Hobbit

Books / Manga:

- The Legend of Zelda Manga: Ocarina of Time & Various Titles: <https://www.amazon.ca/Legend-Zelda-Box-Set/dp/1421542420>
- The Legend of Zelda, Hyrule Historia
- Lord of the Rings (J.R.R. Tolkien); Silent Hero (Christine Schulze); Chronicles of Narnia

Media Guide research source: <https://www.youtube.com/watch?v=B0jkt7cqkp0>
<http://zelda.wikia.com/wiki/Zeldapedia>

עֵינֵינוּ מְבַרְכִים אֶת הַשָּׁמַיִם וְאֶת אֱלֹהֵינוּ, שֶׁבְּכֹחַ חַסְדְּךָ יְיָ אֱלֹהֵינוּ, הָיִינוּ יְשׁוּעָה וְחַיִּים.



Disney
**THE LITTLE
MERMAID**

MEDIA STUDY GUIDE

Created by Nancy Grieg,
Ali Hasan, Fred Hawley,
and Grant Wyllychuk

Title: *The Little Mermaid*

Rating: G

Running Time: 82 minutes

Directors: Ron Clements and Jon Musker

Producer: John Musker and Howard Ashman

Music: Alan Menken and Howard Ashman

Production companies: Walt Disney Pictures, Silver Screen Partners IV

Distribution: Buena Vista Distribution Company



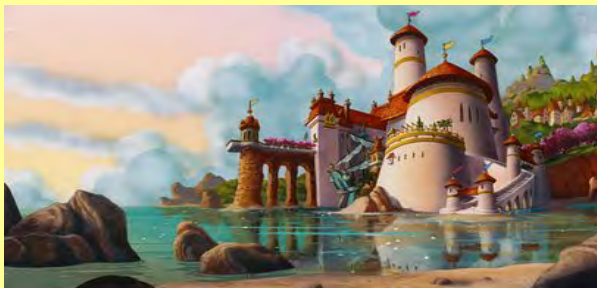
Curricular Connections

This media guide is written for students to accompany viewings of the film *The Little Mermaid* (1989). It suggests activities for Social Studies, English, and Digital Literacy.

About the Film

The Little Mermaid, Disney's 28th feature-length animated movie, is an adaptation of Hans Christian Andersen's fairy tale. It can be categorized as a romance, musical, comedy, and adventure film. This is the second film directed by the team of John Musker and Ron Clements, after 1986's *The Great Mouse Detective*. The duo have directed five other Disney films: *Aladdin*, *Hercules*, *Treasure Planet*, *The Princess and the Frog*, and *Moana*. The voice cast of *The Little Mermaid* includes Jodi Benson, Christopher Daniel Barnes, Pat Carroll, Samuel E. Wright, Jason Marin and Kenneth Mars.

The film tells the story of Ariel, a teenage mermaid princess who is bored with her life underwater and yearns to live on land, contrasting with the wishes of her father, King Triton. After falling in love with a human prince, Eric, she makes a deal with Ursula the sea witch to become human for three days, but at the cost of her voice. During those three days, she must get the prince to kiss her, or she will transform back into a mermaid and become Ursula's possession. Ariel then struggles to get Prince Eric to fall in love with her without the use of her voice.





Before Watching the Film

Discussion Questions and Activities

Discuss the following:

- What do you know about the story *The Little Mermaid* is based on? Have you seen other adaptations of this story?
- Who is the target audience for this film? Consider things like age, gender, race.
- What changes might a filmmaker make when adapting a film? What considerations would they make when considering their audience?
- This film is animated in a 2-dimensional style. What other 2-dimensional animations have you seen? What do you think of this style compared to computer-generated animation?
- Discuss film genres
 - Why do you think so many animated films are musicals?
 - Do you think animated films are only for children? Why or why not?

Watch the trailer:

- Based on the trailer, describe the character of Ariel, Prince Eric, King Triton, Ursula, Sebastian and Flounder.
- Based on the trailer, describe what each character's motivation is (what does each character want?)
- Based on the trailer, what are the main problems Ariel will encounter? Predict how she will overcome them?
- What "message(s)" do you think the movie will convey?



After Watching the Film

Discussion Questions

- What feelings did you have while watching the movie? How do you feel now after you have finished watching it?
- What "values" do you think the film is promoting (what characteristics/behaviours does the film say is good? what characteristics/behaviours does the film say is bad?)
- How would you feel if the film's characters had different genders?
- How would you feel if the human character (Eric) decided to become a merman and live underwater with Ariel?
- Did the character's designs suit their personality? How did these designs convey a message about who they were?
- Did the character's voices suit their personality? How did these designs convey a message about who they were?
- If the film was told from a different character's perspective (Prince Eric, Ursula, King Triton, Sebastian, Flounder), how would it change the film? What does each character think about Ariel?
- What would you change about the movie?



The Little Mermaid Themes

Adaptation

Look up the original story on which *The Little Mermaid* is based. Compare and contrast the two stories (for example, plot, character, tone).

Do you think Disney were right to change the ending? Why or why not?

Research other versions of the story (including non-film versions). How do these stories differ from the film and original story? Who is the target audience for these versions? What message did the storytellers make by changing the story?



Identity

Rewatch the scene where Ariel sings "Part of Your World". Find the lyrics if possible. What does the song explain about Ariel's desires? Why does she want to go on land? Are her conceptions of life on land accurate?

Research "culture shock" and then rewatch the scenes in which Ariel first experiences life as a human. In what ways does she go through the stages of culture shock? In what ways does Ariel's experience mirror that of immigrants or expatriates?

Rewatch the scene where Sebastian sings "Under the Sea." Find the lyrics if possible. Are his conceptions of life on earth accurate?

Family

How does King Triton try to control Ariel's desire to live on land? How does he respond when he finds out she has disobeyed him? How do these reactions explain the conflicting feelings he has? Is he justified in his actions? How could he have responded to this situation differently that would have been better?

Is Ariel's behaviour towards her father right? Is she right to disobey him? Is she disrespectful?

In many Disney movies, the mother character is absent. Why do you think this is?

In the end, it is King Triton who transforms Ariel into a human. Was this necessary for the plot? What message does it convey?



Gender and Body Image

How is Ariel similar to and different from other Disney princesses?

Research who the animators based the appearance of Ariel and Ursula on. Make a list of similarities between the inspirations and the character. What effect do you think these choices have on a viewing audience? How could the film be made if the characters' appearances were switched?

Rewatch the scene in which Ariel first sees Eric. Why does she fall in love with him? What characteristics of his does she find attractive? What assumptions does she make about him?

Ursula tells Ariel a lot of things about what men want in a woman. What advice does she give? Are these comments accurate? Do you think the filmmakers believe these ideas?

Ursula disguises herself as a human named Vanessa in order to seduce Eric and keep Ariel from achieving her goal. What changes does Ursula make in order to accomplish this? What is this saying about what is considered "attractive" in a woman?

Rewatch the film and list the characteristics of the main male and female characters. What does the film say about male and female roles? Could the characters have switched their roles?

Rewatch the film and list what Ariel does (actively) and what happens to her (passively). Write a similar list for Prince Eric. What is the film saying about male and female roles?

How would the story have changed if the main characters switched sexes?

Look up the Bechdel Test. What is it? Does this movie pass the Bechdel Test? Can you think of films that do pass the test?

Look up Body Dysmorphic Disorder and make a list of its symptoms. Do any of the characters in the movie exhibit any of these symptoms? Write down which and how? [This question should be part of a larger lesson or unit about this issue].



Culminating Projects

In small groups, create a mock trial in which Prince Eric and Ariel are tried for murdering Ursula. Include arguments for and against the case.

Create some memes featuring each of the major characters in the film. The memes should humorously mock some of their actions or behaviours.

Make a different trailer for *The Little Mermaid* which makes it seem the movie is from the point of view of a different character (e.g. King Triton, Sebastian, Ursula).

Further Exploration

Ron Howard's *Splash* (Touchstone Pictures).

The anime film *Hans Christian Andersen's The Little Mermaid* directed by Tomoharu Katsumata (Toei)

Dreamworks' *Shrek*.

Disney's live-action *Enchanted*.

"*The Flight of the Mermaid*" by Gita Wolf and Sirish Rao

References

Clements, R. & Musker, J. (Directors). (1989). *The Little Mermaid* [Motion Picture]. United States: Walt Disney Pictures.

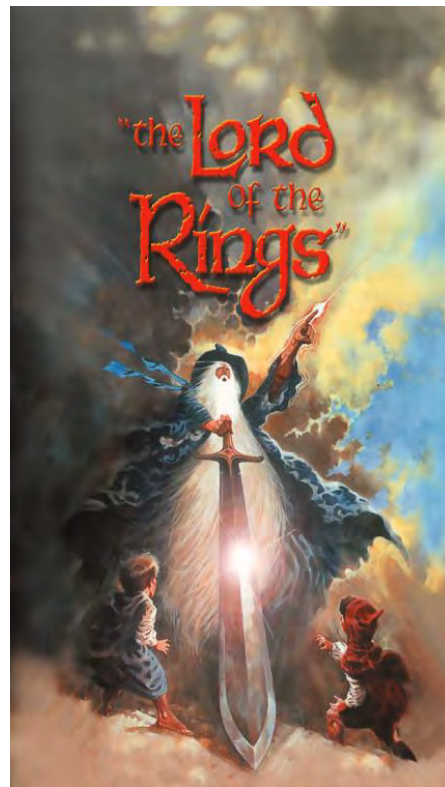
MEDIA STUDY GUIDE

The Lord of the Rings

By : Jared Howes, Liam Walles
& Anton Didak

Movie Synopsis:

This animated movie is about the first half of the epic book series, “The lord of the rings”. It starts off in the small village of the shire, on the oldest hobbits Bilbo Baggins birthday. After learning about the dark lord Sauron wanting the all-powerful ring back, he decides to leave the shire, but not before passing it on to his nephew Frodo Baggins. Upon learning about the perils of the ring, Frodo travels for the first time out of the shire, accompanied by Gandalf the grey, to take the ring to Rivendell, where a council of Men, Dwarfs and Elf’s have been summoned. Upon the meeting of the council, a 9-member Fellowship of Man, Dwarf, Elf’s, Hobbits and a wizard decided to guide Frodo to Mount Mordor, to take Sauron’s ring of power and destroy it once and for all inside of it.



Release Date: July 5, 1979

Rating: PG

Genre: Animation, Adventure, Fantasy

Running Time: 132 Min

Director: Ralph Bakshi

Producer: Saul Zaentz

Music: Leonard Roseman

Production Company: Fantasy Films

Distribution: United Artist



Key Learning outcomes

This media guide is written for students to accompany the film “The lord of the Rings”. This media guide hopes to explain:

- How the struggle of Good vs Evil effects the characters and the story
- How animation shapes perception
- How temptation is a powerful force that can affect ones rational

There are accompanying questions, discussion points and activities that are designed to further enrich student’s perspectives on the cultural phenomenon that is “The lord of the rings”.

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Discussion Questions

Before The Movie

1. What do the words Hobbit, Orcs, Shire, Fellowship, and Journey mean to you?
2. What do you know about Lord of the Rings? Have you read the books, and/or seen the movies?
3. Discuss the cultural impact of Lord of the rings?
4. Give an overview of the history of "The Hobbit", and how it is connected to Lord of the Rings.
5. Using the reference books and the internet, look up the history of Middle Earth and its characters to get a better sense of what happened prior to Lord of the Rings.
6. What are your thoughts on animated films? Can they be an effective reflection of literature as real film?



Movie Trailer

<https://www.youtube.com/watch?v=qnIhJwhBeqY>

1. Describe what you saw in the trailer?
2. Make a prediction about the movie based on what you have seen in the movie trailer?
3. Based on the trailer, what do you think the main themes in the movie will be?

After the Movie

How would you describe the hobbits' way of life and the main characteristics of their appearance and behavior? How are they different from us, and how are they similar?

After the Movie Discussion

1. How would you describe the hobbits' way of life and the main characteristics of their appearance and behavior? How are they different from us, and how are they similar?
2. How does the animated version of the film, contribute to the live action trilogy versions?
3. How did the film make you feel about the characters in the film and can you relate to any of them?
4. How different do you think the movie would be if all of the characters genders were reversed? Why are all the main characters in the film portrayed as males?
5. What other books/films/comics are similar in theme to the Lord of the Rings and why?
6. How and Why would the film be different if it were told from Sauron's or Salamon's point of view?
7. Have your thoughts on animated adaptations of books changed since the start of the movie?

Key Themes and Concepts

Good vs. Evil

Lord of the rings depicts a power struggle between good and evil, but the lines are not so clear-cut when viewed in depth. Sauron's ring of power has the ability to corrupt "good" beings and twist their will to that of "evil" intentions. In the film, Gandalf refuses Frodo's offer to give the ring to him, for fear that he would try to use it for good and become corrupted himself.

Saruman the White, another wizard, is shown to have been turned to the side of Sauron, and fighting for the forces of evil. The fight of good vs. evil can also be internal, as shown through Gollum/Smeagol. Smeagol was corrupted by the ring's power hundreds of years ago, and the effects of that are shown physically.

- 1) Who is shown to be corrupted by the ring?
- 2) Do you feel that good and evil are clear cut in the film? Why or why not?
- 3) Is Gollum a villain, or a victim? Discuss.



Animation shapes perception

The animation of the film provides a very clear depiction of who is "evil" and who is "good". The orcs, ringwraiths, and the Balrog are all animated as dark, shadowy figures with no clear features other than their red eyes. At other points, they are animated as sickly green figures. In contrast, the fellowship is animated in a much cleaner and colourful way. They are more cartoonish than their enemies, with the hobbits being drawn in an especially whimsical way. This would be done to give a clear definition of who is perceived as good, and who is not.



- 1) Why would the animators have such a clear contrast between the fellowship and their enemies?
- 2) Does the animation style change your perception of certain characters?
- 3) Do other animated films use the animation to differentiate between characters and shape your perception of them?

Key Themes and Concepts

Temptation

Throughout the film, the ring is shown to be incredibly tempting to various characters. Gollum is the embodiment of this temptation, and shows the effect that the ring can have on a hobbit, as he once was. Galadriel fantasizes about what it would be like to possess the ring, and be queen of Middle Earth, but she ultimately refuses Frodo's offer to take the ring.

(<https://www.youtube.com/watch?v=jltwAEQ4kGg>)

Boromir is also overcome with temptation to use the ring, and attempts to steal it from Frodo. He later comes to regret his weakness in the face of this temptation.

Frodo himself is also tempted by the ring, more so than the other members of the fellowship. At many points, particularly when in the presence of the ringwraiths, he is shown fighting with himself to avoid wearing the ring and giving away their position.

The ring is the ultimate source of temptation in the film, and can be viewed as a temptation to use power to gain a higher standing over others. Sauron wishes to use the ring to take over Middle Earth, as does Galadriel. Boromir wishes to use the ring as a weapon to defeat Sauron and protect his homeland.

- 1) Who is shown to be tempted by the ring?
- 2) Why would some characters be more tempted than others?
- 3) How do the characters deal with this temptation?



Activity 1

Students will now get into groups of 4-5 and will now have a chance to design their own Middle Earth kingdom. They will be responsible for coming up with what their people look like, language spoken, creatures found in the kingdom, relationships to other races, and technologies and weapons that are used. They will also come up with a ruler (i.e. King/Queen, sorcerer, God/Goddess) along with a back story for the kingdom. They will have to explain why they chose these features for their kingdom and how they fit into the world of middle earth. Students will present their Kingdom via a digital poster board, PowerPoint or Prezi presentation, infographic, or animated short using an online program.



Activity 2

In this activity, students will make a honest trailer on the animated film adaption. They will be tasked with creating a trailer that through their eyes will depicts how the movie trailer should represent the movie. Using Camtasia or I-movie (or another film editing program) they will put together a short 1:00-2:00 min trailer. Live action or animation may be used.

Sources of Further Study

Books:

Lord of the Rings:

The Fellowship of the Ring
The Two Towers
The Return of the King

The Hobbit

The Silmarillion

Atlas of Middle Earth

Unfinished Tales of Middle Earth

Movies:

Lord of the Rings:

The Fellowship of the Ring
The Two Towers
The Return of the King

The Hobbit:

An unsuspected Journey
Desolation Smaug
The Battle of the Five Armies

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Dr. Seuss'

The

LORAX



Media Guide created by: Curtis Wright, Dawson Ross, Mark Kamsteeg, Sonya Labrie

The Lorax (2012)

PG | 1h 26min | Animation, Adventure, Comedy | Universal Pictures | IMDB 6.5/10



The computer animated film "The Lorax" is a reproduced version of Dr. Seuss's children's book "The Lorax" published in 1971 where subjects of corporate greed and the effects on the environment are explored. Ted, 12-year-old boy, searches for the one thing that will enable him to win the affection of the girl of his dreams. To find it he must discover the story of the Lorax, the grumpy yet charming creature who fights to protect his world. Ted discovers the true past that lead to the current state of affairs of his corporately controlled world and fights to bring environmental issues to light in his community and disrupt the consumerist stronghold that corporate industry has on his generation.

Intro:

This media guide for the Lorax will help you take a closer at the themes and ideas expressed in this revamped Dr. Seuss classic. In this unit, we will closely evaluate the techniques, technology, and storytelling methods that the Lorax uses to examine the effects of commercialism and greed.

Curricular Connections:

This media guide is a cross-curricular dissection of the film *The Lorax* and includes activities for multiple disciplines, including: Music, Science, ADST, and First Nations Principles.

Music:

The music works within dialogue to create meaning and portray character's feelings and motives. Look at how the music affects the mood and tone of the film and how it changes the dynamic interplay of characters' relationships with each other and their environments.

Science:

In this film, the Once-ler fails to consider the impacts of clear-cutting all of the truffula trees. Only after the trees are gone, the impact becomes apparent. How does this relate to regulations in Canada today? What about other resource abundant environments? (think rainforests)

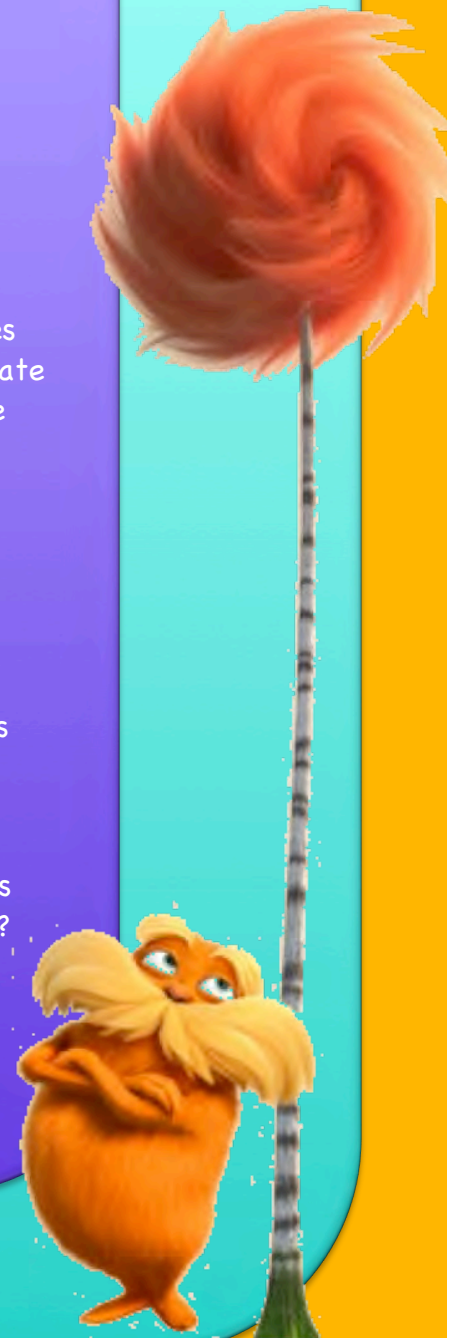
ADST:

- Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
- Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

First Peoples Principles:

How could the voice of the Lorax be compared to the voices of First Nations peoples as activists in environmental issues? Does the Lorax have any real power to stop what is happening? Why?

How is power exercised in the film vs the real world?



Before watching:

Activity: Read the book first.

Brainstorm some of the themes the students may have interpreted from the book. Who does the Lorax represent? Who does the Once-ler represent?

Themes and key concepts:
There is a close relationship between consumerism and the environment.

After Watching:

Students define the roles of characters and list their personality traits that relate to their actions and dialogue throughout the film.

How do characters build and destroy relationships? How does this relate to the theme?



Character	The Lorax	Ted	The Once-ler	O'hare	Grammy
Character traits					
Role played in consumerism					
Role played in environmentalism					

Turning books into films :

How are books better (or worse) at delivering messages than film?
What can be lost or gained by using film based media over books?
What is lost (or gained) by moving to this newer format? Does the new animated film have more appeal to you as the viewer than the original cartoon?)

Music:

Song: "How bad can I be?" [53:00 - 57:00]

How did the Once-ler change throughout the movie? Were his actions really that bad?

Students: Create a remix of short clips from the movie to show the transformation of the Once-ler over the course of the story (1-2min)

- Discuss in groups: Dr Seuss said that the book was about the importance of taking responsibility and being accountable for our actions. Does the film have the same message? Share answers with the class.



Thinking Critically

Who is the target audience of this film?

Who made this film? Why did they make it?

After considering the messages in this film, and who produced it, why do you think they want to go through so much work to express these messages to you?

Did you spot any advertisements in the film?

Connecting to the real world (activity) - after the movie

Choose and research a situation, anywhere in the world, where a company, government, or group of individuals find themselves in a similar position to the Once-ler.

How is the situation similar? How is it different?

What would be the best course of action for peacefully, practically, and ethically resolving the situation?



Activities:

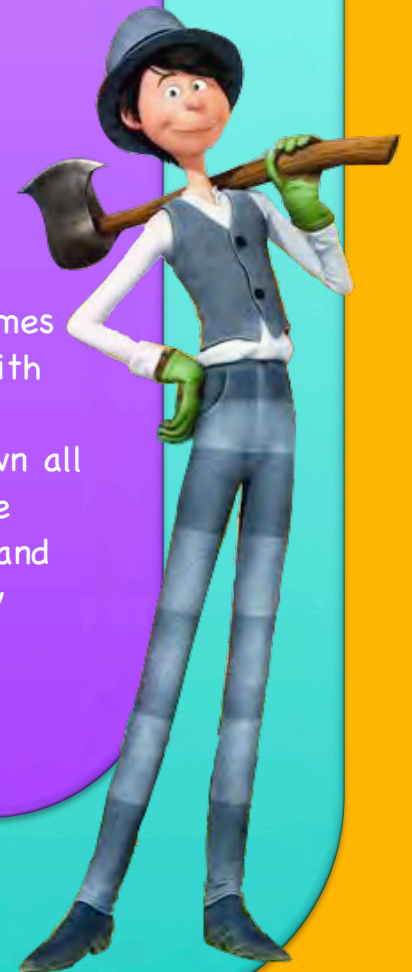
Mise en Scène (everything you see in the frame)

- In *The Lorax*, we see four different worlds: the outside world before and after Thneedville, inside Thneedville, and the old world coming back to life.
- Describe these worlds. How is colour used to describe the state of the environment? How does the color change throughout the story?

Sustainable development

Explore the following ideas with your students. Encourage individual and imaginative responses:

- When the Once-ler's Thneed invention becomes popular everybody wants one. To keep up with this high demand, the Once-ler breaks his promise to the Lorax and begins cutting down all the Truffula trees ultimately destroying the habitat for the Swomee Swans, Barbaloots and Humming Fish. Is there any way the factory could be sustainable and exist without destroying the forest?



Extension activities:

- Steam projects? Rube Goldberg machine- for chopping or planting truffula trees
- Environment challenge- how can they help regrow/ sustainable ideas
- Factory challenge
- Remix on of the scene from the story to reinvent/ change the ending
- REMix one of the songs to flip the script of the story
- Clean energy challenge

FUN FACT:

The film premiered on March 2, 2012 - Dr. Seuss's 108th birthday.

When Ted opens his bed side table, a mini minion figurine can be seen.



ADDITIONAL RESOURCES

If you are curious, you can access the original cartoon on YouTube using this link:

<https://www.youtube.com/watch?v=8V06Z0Quo0k>



While watching the video can you list some differences you noticed between the two?
(Remember these movies are 40 years apart and many things have changed in the ways we treat the environment now)

What does the music say about the scenes that overlays?

What message is the music providing or promoting?

- Discuss in groups: Dr Seuss said that the book was about the importance of taking responsibility and being accountable for our actions. Does the film have the same message and how does this relate to the stone the Lorax left behind "Unless"? Share answers with the class.
- The songs are an important feature of the film story. What do they add to the story? Identify your favourite song in the film. Where did it occur in the story? What new information did it communicate to the audience?
- Dr Seuss paints pictures with words. How are word pictures such as

THEATRICAL ANIMATION

How Animation and Shakespeare Can Collaborate for More Diverse Performances



I have chosen to create this media guide not to dissect Shakespeare's Language or to dive deeply into his world, but use it as a stepping stone. A stepping stone into collaboration, creation, and critical thinking. I believe as teachers we should be embracing mashup pop art culture and combine Theatre, Film, Art, and animation in one. With the collaboration of multiple art forms a student can enhance and create a more diverse performance depending on their interests. Teach to integrate projection and new media into theatre productions

From stories around a fire, and a muddy pit in The Globe, to your own couch and Netflix our entertainment intake is ever changing. I propose we look at how we are preparing our students to create new creative content in a constantly evolving world.

1-2 . Introduction

3. Much Ado About Nothing

4. Before Watching

5. Themes

6. After Watching

7. Gnomeo & Juliet

8. Sources for Further Study

8. Sources

“I had rather hear my dog bark at a crow, than a man swear he loves me.”

Much Ado About Nothing

Although this media guide is for Bard On The Beach's performance of "Much Ado About Nothing" It can easily be adapted for other film or live versions of "Much Ado About Nothing," as well as other Shakespearean attestations (such as Gnomeo and Juliet).

"All the worlds a stage"

Act II Scene VII
As You Like it

Steps :

1. Attend a Shakespearean play (or movie)
2. Take class through the "before watching" questions and discussions
3. Watch the shows trailer
4. Have class read or watch synopsis of play, and check for comprehension
5. Attend play with class on a talk back night (get to the theatre early and discuss the stage and set design)
6. Take class through "After watching" questions and discussions
7. Start activity



Animation Used in Bards "Much Ado About Nothing"

- Warner Brothers "Bard" opening credits
- Opening sequence of a film set, films projected on the back wall (Shower film, Romantic kiss film, and Western)
- Looping image of a water fountain as a set piece
- Backlit human puppetry (Beatrice behind a white sheet)
- The "cops" portrayed an animated style acting, replicating movement and character traits of cartoon characters
- Animated movie posters projected and printed

Much Ado About Nothing



Title: Much Ado About Nothing

Director: John Murphy

Based on the Play By: William Shakespeare

Running Time: 2hr 45min including intermission

Produced by: Bard on The Beach 2017 Season

Viewed: July 19th 2017

Curriculum Connections

This study guide to accompany Bard on The Beach's production of Much Ado About Nothing, and will apply to any production of Much Ado About Nothing. The media guide can be used within English, Theatre, Theatre Criticism, Film, Media Studies, Music, History, and leadership.

Themes

Language, Trickery, Honour, Virtue, Gender, Gender Roles, Stereotypes, Tropes, Sexism

Bard on The Beach Intro

It's Italy in 1959, and a group of actors and filmmakers are celebrating the wrap of their latest movie. Movie stars Beatrice and Benedick are drawn to each other but refuse to admit it, and Hero and Claudio's marriage plans are about to be sabotaged by a journalist's mean-spirited scheme. Cue the paparazzi, then a faked death, and la dolce vita threatens to become not so sweet; but with a script full of surprises, love can still triumph before the credits roll. (bardonthebeach.org)

Short Synopsis

As a love comedy, Much Ado About Nothing portrays a series of comical events surrounding two sets of lovers. Claudio a young Count betrothed to marry his love Hero suspects her of infidelity and insults her at the altar. In a scheme to make Claudio make amends, her father makes him believe that a grief stricken hero has died. Meanwhile another romantic tryst takes place between the Count Benedick and hero's cousin Beatrice. Although well matched, they repel each other's advances. Playing matchmaker, hero's father brings the two together. A joint marriage is planned where Claudio is made to marry an incognito bride introduced as Beatrice's cousin. However, she turns out to be none other than his love, the Lady Hero. (shakespearequotesandplays.com)

Much Ado About Nothing Activity

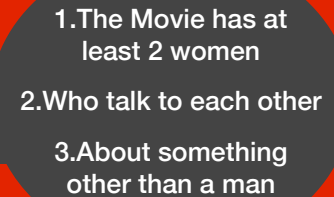
Before Watching

Questions Before Watching :

- What is theatre?
- What is animation?
- What do we know about Shakespeare's scripts?
- Can you have animation in film?

Discuss The Following:

- What is the Bechdel test?
- What are some ways animation could be added to live theatre?
- What would be a reason for someone to leave their partner at the alter?
- What would women's rights be like in 16th century Italy?

- 
1. The Movie has at least 2 women
 2. Who talk to each other
 3. About something other than a man

Watch the Trailer:

- What can you assume from the trailer?
- How does the music and editing add to the storyline
- What year does the play take place?
- What year was the play written?

https://www.youtube.com/watch?v=8hdjU2XpujA&feature=youtu.be&list=PL_4Bs_LkXR_s_FyaWD0Hj4HIUmR7ZdQVW



THEME



Honour

- Claudio falls in love after seeing Hero because she looks wholesome and pure “Is she not a modest young lady?” (1.1.158)
- Claudio was thought to be dishonoured by being cuckold, as he “owned” Hero’s purity
- Claudio Shames Hero and her entire family by saying she was not a virgin. Hero and her whole family lost their standing in society
- Hero’s father would have her die from dishonouring the family
- A man can defend honour, such as Benedick dulling Claudio, but a woman can not defend their honour, or anyone else
- The men in the play hold honour due to service in the War

Misogyny and Sexism

- Beatrice is seen as strange as not wanting to marry, or not able to marry because she is too quick witted and not demure
- Benedick originally says that Beatrice would be beautiful if not for her “sharp tongue”
- Hero’s Father is in charge of who she marries
- A woman can not defend herself or her honour
- Beatrice is very easily pulled from her morals of not marrying after listening to her cousin say someone likes her
- A father owns their daughters body, then passes it along to a husband



Much Ado About Nothing After Watching

Discussion Questions:

- How did the film make you feel? What does it make you think about?
- How would you change the play for a modern concept?
- Would anything like this happen in present day?
- How would different people view this film differently (dependent on gender, age, ethnic background)?
- What are the Director, Playwright, or Producers bias' and view points?
- Who would you recommend this play to? Who is the intended audience?
- Did the play pass the Brechdel test?
- Are all genders treated equally? Are the tropes in the play still portrayed today?
- What has changed for women's rights since the play was written?

Main Activities

1. Choose one scene from Much Ado and rewrite it to follow the Brechdel Test as an animation using: Toondoo, Scratch, PowToon or a similar animation creation tool.



CULMINATING PROJECTS

List all the animated moments in the play

Create a story board for a theatre performance of Much Ado where you add animation into the scene

Design how you would like characters look and what they would wear

Create the set design for the play only using projection and animation

Write a journal entry as Hero

Using the device of "Table Top Shakespeare" to act out the play with inanimate objects, giving them life, and recalling the plot

Create the sound scape and sound design for the play

Change the genders of the characters and rewrite a scene from the play. Does this make any difference?



Romeo and Juliet

Author
William Shakespeare

Years Written
c. 1594-1595

Original Language
English

A Small Look At Gnomeo & Juliet

Title: Gnomeo & Juliet
Director: Kelly Asbury
Author: William Shakespeare
Running Time: 1h 24min
Genre: Animation
Rating: G

“The neighbouring gardens of Montague and Capulet are at war, but the gnomes, Gnomeo and Juliet, are in love.”

Curriculum Connections

This study guide can accompany any of the previous actives and discussions and would be relevant to English, Theatre, Film, Media Studies and History

Themes

Family, Roles, Youth, Love, Authority,

Romeo & Juliet Before Watching

- Who can describe Romeo and Juliet in one sentence?
- Can 2 or 3 people use “Table Top Shakespeare” to give the class a brief synopsis of Romeo and Juliet?”

Romeo & Juliet After Watching

- Romeo and Juliet* opens with a prologue that tells what will happen in the play. What is the effect? Is it helpful in film as well?
- What motivates the nurse to help Juliet secretly marry Romeo?
- Would you bring a younger sibling to see this movie?



OVERVIEW

The Greatest Love Story of All The extraordinary popularity of Shakespeare’s *Romeo and Juliet* comes in part from its heart-racing suspense, intense passion, and shattering conclusion. The play tells the story of young lovers thwarted by others’ hate. Denied the right to love one another, Romeo and Juliet pursue a terrible, poetic end to their story instead, as themes are explored and mirrored in scenes of day and night.

Identity
Family defines identity in Verona

Youth
The young lovers rush to wed after one day

Passion
Impassioned violence results in two murders

Banishment
Romeo is banished from Verona forever

Sacrifice
Confronted with death, the families reconcile

Identity
Faces concealed, Romeo and Juliet meet

Youth
Driven by impulse, they meet secretly at night

Passion
After the tragedy, the lovers still share the night

Banishment
Juliet seeks escape through pretended death

Sacrifice
In a double suicide, the lovers sacrifice all

Author

Romeo and Juliet might have been the first play to combine tragedy and comedy. Shakespeare had a political motive as well as the desire to entertain: the play is a criticism of his Renaissance society’s patriarchal structure, in which fathers chose their daughters’ husbands.

WILLIAM SHAKESPEARE
1564-1616

Themes

Roles
Romeo and Juliet’s identities are explored through their roles as children, friends, citizens, lovers, and spouses.

Age
Much of the drama’s tension stems from clashes between the younger and older generations.

Authority
The uses and abuses of authority drive the plot.

Love
Exploring love in multiple forms, the play depicts what stimulates, threatens, and sustains love.

Sources For Further Study

Live Action Theatrical Films Including Animation			
Julie Taymor: A Midsummers Nights Dream			2014
Julie Taymor: Titus			1999
Julie Taymor: The Tempest			2010
Julie Taymor: Across the Universe			
Tony Kushner: Angels in America			2003
Rob Marshall: Into the Woods			2014
Disney: Mary Popins			1964
Tim Burton: Alice in Wonderland			2010
James Bobin: Alice Through the Looking Glass			2016
SHAKESPEAREAN MOVIES			
West Side Story			1961
Much Ado About Nothing			1993
The Lion King			1994
10 Things I Hate About You			1999
Baz Larmen: Romeo and Juliet			1996
Macbeth			2015
Scotland, PA			2001
0			2001
Micheal Radford: The Merchant of Venice			2004
She's The Man			2006
Gnomeo & Juliet			2011
Caesar Must Die			2012
Haider			2014

Educational Videos:

<https://www.youtube.com/watch?v=dMEIItCbtJ4>

<https://www.youtube.com/watch?v=SN7wO06Yz1E>

https://www.youtube.com/watch?v=yjJ_nY273i4&index=9&list=PL-blz3DjyJlwH7hWmHod1qB9MezbUt6c7



Sources

<http://shakespearequotesandplays.com/william-shakespeare-plays-complete-list/>

<https://bardonthebeach.org>

<https://www.pinterest.com>

<https://www.forcedentertainment.com/project/complete-works-table-top-shakespeare/>

www.sparknotes.com

<http://www.toondoo.com>

<https://www.storyboardthat.com/storyboard-creator>

A
MOVIE
GUIDE
FOR



THE SWEATER

DIRECTOR

Sheldon Cohen

ANIMATION

Sheldon Cohen

PRODUCER

Sheldon Cohen

EXEC. PRODUCER

Sheldon Cohen

CAMERA

Jacques Avoine
Raymond dumas
Richard Moras
Pierre Landry

SCRIPT

Roch Carrier

ENGLISH TEXT

Sheila Fischman

NARRATOR

Roch Carrier

MUSIC

Normand Roger

SOUND EDITING

Normand Roger

EDITING

David Verrall

SOUND

Roger Lamoureux

RE-RECORDING

Jean-Pierre Joutel



THE PLOT

The Sweater is an animated short based on the iconic story *The Hockey Sweater* written by Canadian Author Roch Carrier. The story revolves around a small French Community and their love of; Hockey, The Montreal Canadiens and all star player Maurice The Rocket Richard. Roch Carrier relives the moments when he must wear a Toronto Maple Leafs sweater that has been given to him by mistake

Find the movie:

<https://www.nfb.ca/film/sweater/>
or
<https://www.youtube.com/watch?v=ZZyDsF-Gp3o&t=534s>

Duration:

The movie runs for Ten minutes and 26 seconds

Distribution:

This movie is distributed by the National Film Board of Canada
<https://www.nfb.ca/>

INTRODUCTION

The Sweater dives into many different social awareness issues;

- Cultural Identity
- Self Identity
- Role Models
- Conflict Resolution
- Language Barriers
- Importance of Perception

Lots of these issues can be applied to a number of classrooms; Animation, Media Studies, Visual Arts, Language Arts, Social Studies and Planning.



ENTRANCE ACTIVITIES

CULTURAL IDENTITY

A good visual representation should let viewers understand what is going on through one sense (in this case sight).

Before watching the movie with the narrative mute the sound. Have the viewers watch and write down their summary of the story.

Have the viewers share their summaries with the class. Note any similarities and differences between their plots and ask them what made them come to those conclusions.

Why are some of the summaries different when they watched the same video?



PERCEPTION

As Canadians we are often given stereotypical “Canadian” attributes.

As a class brainstorm some of these perceptions of what it is to be a “Canadian”. Create a class mind map to display all of your perceptions.

Do you personally connect with these ideas, or do you feel something different? Is it fair to label a large group of people based on individual perceptions.

While watching the movie check off any of the ideas that you have written down, and if you missed some add them to your mind map.

ACTIVITY 1



ROLE MODELS 2:00 - 2:38

The boys in *The Sweater* look up to the hockey player Maurice Richard. They want to look like him, act like him and play hockey like him. Because of this they did everything he did.

Design a poster that portrays you as the person you look up to. This person can be someone you know, a celebrity, athlete, or a world figure.

Make sure to visually express why you look up to this person and showcase what makes them important to you.

DISCUSSION

- What is the importance of role models in this movie?
- Can role models have a negative impact on our lives?
- How did having the same role model affect the characters in the story?
- How were the characters in the story shown in comparison to Maurice Richard?

ACTIVITY 2



LANGUAGE BARRIERS 5:10 - 7:04

Recount a time when you were given a gift or bought something that didn't meet your expectations. Why did it not live up to your expectations?

Write a persuasive letter to the company of the product. Explain why it wasn't up to your standards or didn't meet expectations. Explain how the product could be improved and how they could improve your experience next time.

DISCUSSION

- What were the language barriers faced in this movie?
- Why did the mother feel she could not return the sweater?
- Have you ever felt like you were not understood when communicating with someone?
- How can you communicate with people when they speak a different language?
- Reflect on this quote from the Mother "If you make up your mind about something before you try it, my boy you won't go very far in this life"

ACTIVITY 3



SELF IDENTITY 7:30 - 9:00

A young Roch Carrier was given a sweater that didn't fit into the cultural norm of his town. He felt that he was being discriminated against because of the sweater he was wearing. What are some other examples of people being discriminated against because of their clothing or style?

Create a Public Service Announcement (PSA) using stop motion animation to bring attention to this issue. Be sure to write a script and collect materials to use as aids for this activity.

DISCUSSION

- How did Roch Carrier feel discriminated against?
- Do you feel like he was being discriminated?
- Why is self identity important?
- Why do you think people discriminate against others?
- How would you react if you were Roch or one of the other characters in the story?

CONFLICT RESOLUTION

The young Roch Carrier prays in the end that moths will eat away at his Toronto Maple Leaves Sweater. However this does not resolve the issue of discrimination.

Drawing from past experiences write an alternative ending to the story. Explain how you would deal with the discrimination.

The ending could be acted out, filmed or animated.

CLOSING ACTIVITIES

ADDITIONAL RESOURCES

BOOKS

The Hockey Sweater (Le chandail de hockey) - **Roch Carrier**

VIDEOS

Talking to Americans - **Rick Mercer**

<https://www.youtube.com/watch?v=7ZE0TuKTpo4>

Top 10 Canadian Stereotypes - **Watch Mojo**

<https://www.youtube.com/watch?v=W5VdxjEXUic>

Rivals Leafs vs. Canadiens - **Toronto Maple Leafs**

<https://www.youtube.com/watch?v=13GoCMhtNS8>

Maurice Richard remains cultural icon in Montreal - **NHL**

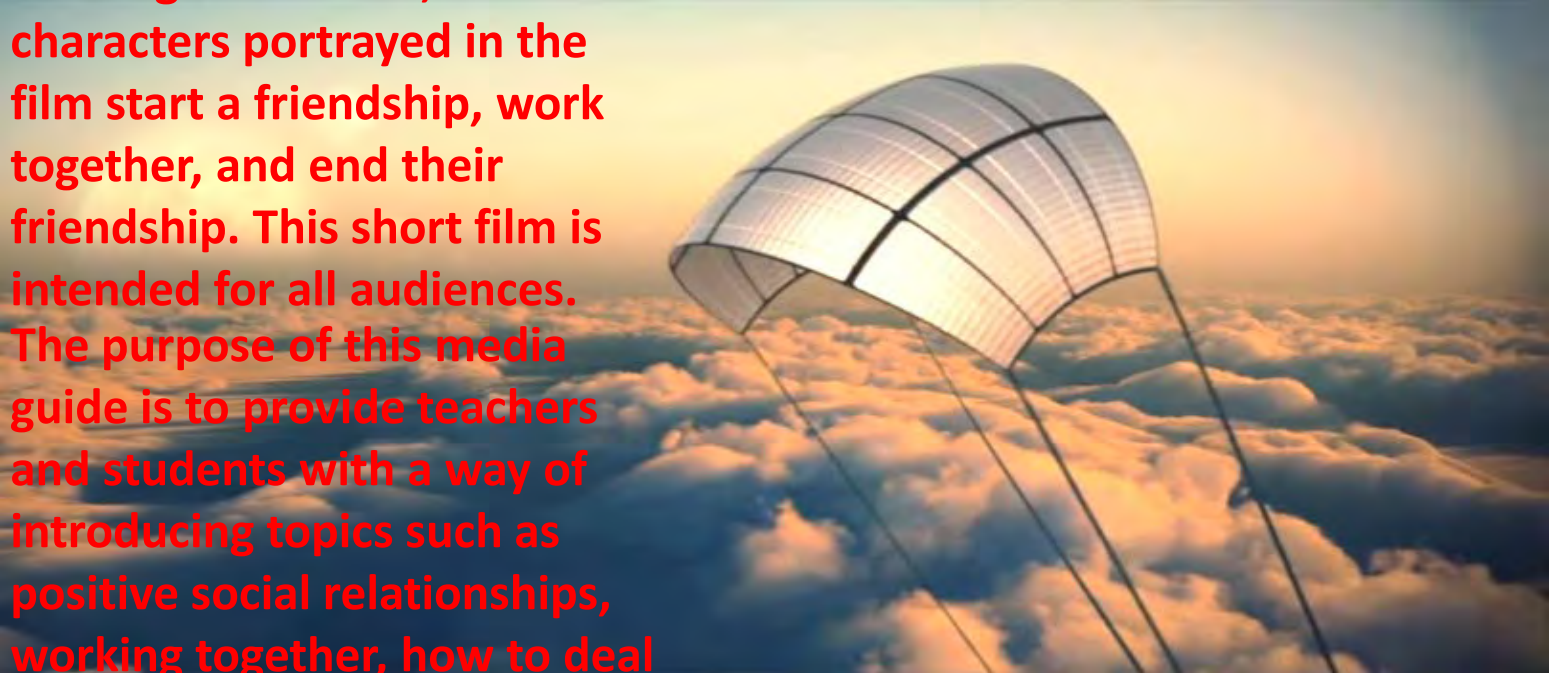
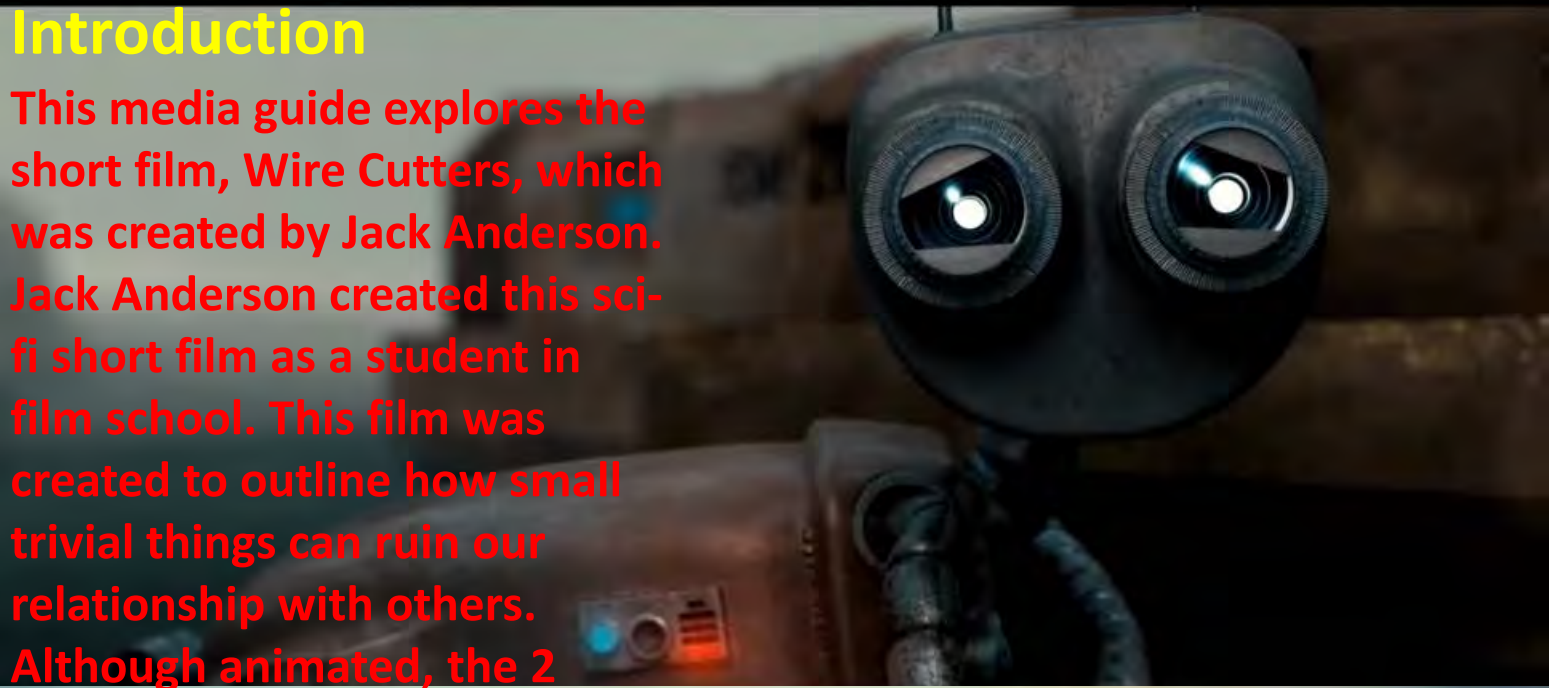
<https://www.youtube.com/watch?v=RXQb-j50Wew>

Introduction

This media guide explores the short film, *Wire Cutters*, which was created by Jack Anderson. Jack Anderson created this sci-fi short film as a student in film school. This film was created to outline how small trivial things can ruin our relationship with others. Although animated, the 2

characters portrayed in the film start a friendship, work together, and end their friendship. This short film is intended for all audiences. The purpose of this media guide is to provide teachers and students with a way of introducing topics such as positive social relationships, working together, how to deal with anger, and the importance of effective communication.

Students will use examples from this film to support ideas about each of these topics. Students are challenged to see how the issues portrayed within this short film are relevant to their lives both in and out of the classroom.



Learning Outcomes:

Students will be able to:

- Explain the relationship between the two robots.
- Describe how they build this relationship? Why? (What motivated the relationship?)
- Understand how small issues can lead to larger problems and resulting actions.

Themes:

1. Collaboration
2. Greed
3. Robots emotional relationship (personification)
4. How to deal with anger.
5. Actions have consequences (causes and effect)
6. Communication without language

Discussion questions:

1. Collaboration:

- What factors do you think motivated the robots to work together?
- Working together seemed easy until there was a difficult decision to make. What other ways are there to work through difficult decisions?

Discussion questions cont.:

2. Greed

- In what ways is greed shown in this film?
- How do you think the robots could have solved the problem of splitting the final gem? What robot did the right thing? Defend your answer.

3. Robots emotional relationship. (Personification)

- Usually we think of robots as not having emotions. Did you get the feeling the robots were personified? If so, what do you think the directors intent was? Do you think we were encouraged to think about how we interact with people? Is there an intended parallel?

4. How to deal with anger.

- In what ways did each robot deal with anger? How could they have addressed this differently to change the outcome of the short film?

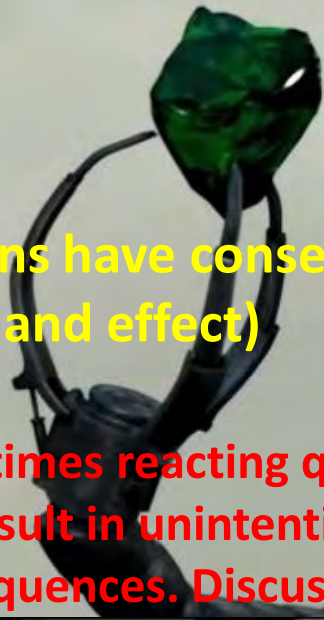
Discussion questions cont.:

5. Actions have consequences (causes and effect)

- Sometimes reacting quickly can result in unintentional consequences. Discuss an example when you made a quick reaction that had some unintended consequences. And afterwards when thinking back on that example what was another way that you could have dealt with the conflict.

6. Communication without language

- Do you think the creator of the film should have used language within this film?
- Do you think the message was clear even though there was no verbal communication within the film?
- What musical instrument was used to create a mood?



Activities:

Pre-Activity:

Based on the name “Wire Cutters”, what do you think the main focus of the film is? Why do you think the creator named it as such? (compare this opinion to the opinion you have after viewing the film)

Post- Activity:

- In small groups compare and contrast the needs of each robot. In addition, how could these robots have solved the problem of what to do with the singular gem to avoid the situation they ended up in?
- How did your opinion of the films title change?
- Students can explore new media software. Create a short 3-5 presentation and simulate a similar film with a different emotion.

Sources:

Analysis

<https://jamesshelton2mediastudiesblog.wordpress.com/2015/11/09/short-film-analysis-5-wire-cutters/>

Conversation with film maker

<http://www.shortfilmwindow.com/article/in-conversation-with-jack-anderson-animatorfilm-maker-of-wire-cutters/>

Media production activity link:

<https://plotagon.com/>

Wire cutters You tube link:

<https://youtu.be/3Bs4LOtluxg>

Suggested other shorts:

[30] SHORT FILM ANALYSIS
7: Spy vs. Guy

[19] SHORT FILM ANALYSIS
3: Mouse X

[26] SHORT FILM ANALYSIS
4: A Slice of Life



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In collaboration with
Media Studies EDCP
481 (2017)



Media Study Guide
July, 19th, 2017
EDCP 481 951
Christa, Christabel, Alex, Brianna

Title: Zootopia (2016)

Rating: PG

Running Time: 108 mins

Directors: Jared Bush, Byron Howard, Rich Moore

Producer: Clark Spencer

Music: Michael Giacchino

Production companies: Walt Disney Pictures, Walt Disney Animation Studios

Distribution: Walt Disney Studios Motion Pictures, Walt Disney Studios Home Entertainment



Curricular Connections

This media guide is written for students to accompany the film Zootopia. It suggests activities for: Careers and Personal Planning, History, Geography, Biology, Mathematics, Law, Social Justice, English, and Media History.

About the Film

Judy Hopps is a small town bunny who dreamt of moving to Zootopia to become a police officer since she was a young child. She successfully becomes the first bunny cop in Zootopia and graduates at the top of her class. Zootopia is a metropolis where all animals live together in harmony, both predator and prey. Determined to prove herself, Judy takes on a seemingly impossible missing persons case to find one of the fourteen missing animals in Zootopia. With no real leads, she teams up with the sly fox, Nick Wilde, to solve the case.



Before Watching the Film

1. Watch the Trailer

For this media guide, we recommend viewing [Zootopia Official US Trailer #2](#). It is ideal because it highlights the themes that we are focusing on in this guide.

2. Worksheet - What to Look For

- This worksheet (please see below) gives students specific moments to look for. The questions included facilitate analysis about key points in the film. This helps ensure that students are more focused while providing a more dynamic viewing experience. Teachers can pause for facilitated discussions.



1) What are Judy's parents worried about? Do you think your parents would be worried if you were Judy?

Pause at 8:30

2) Compare and contrast Judy's 3 hometown to the center of Zootopia. Look for details as the train moves through the countryside and into the city.

Pause at 10:40

3) Judy Hopps says, "I'm not just some token bunny!" What do you think she means by this?

Pause at 16:20

4) Some characters in Zootopia are treated a certain way just because of what they look like. This is called stereotyping

a. Why do you think Chief Bogo gives Judy the job of writing parking tickets?

Pause at 16:15

b. Why is Judy shocked that Otterton attacked someone?

Pause at 51:35

5) In a flashback, we learn about how Nick Wilde wanted to be a boy scout and be a good citizen. His peers bullied him and told him that he could never be trusted because he is a fox. What are some examples of this happening in our society? What can we do to challenge this type of prejudice? **Pause at 58:30**



3. Country Activity

Students are assigned a country that is not known to them in the form of a piece of paper attached to their backs. They will then attempt to identify which country they have by asking a series of questions about their country. They are not allowed to ask questions that relate to race, religion, food, music, or clothing. In doing so, they must find other identifiers, such as, politics or geography. The goal of this activity is for students to realize how stereotypes are embedded within societies and themselves, sometimes without even realizing it.

4. Poster Activity

Have the students take a look at a variety of different posters released for this film. Discuss.

Guiding Questions:

- What characters do you see?
- Do they have power/status? How do you know?
- What relationship between the characters do you see?
- What stereotypes are present?





After Watching the Film

Discussion Questions

- 1) What are some of the themes in this film?
- 2) Do you believe nature or nurture plays a stronger role in determining who we are?
- 3) Who was the most powerful character in this film? Why do you think this?
- 4) Which animals are represented as “savage” and which ones are not? Why do you think those specific animals were depicted that way?
- 5) What is the meaning of the word savage and is it an appropriate word choice? Is it an accurate description of some of the characters in this film?
- 6) What are some contemporary issues in the world today that share similar themes with this film?



Zootopia Themes

1. Stereotypes and Prejudice

- Judy Hopps wants to challenge stereotypes by becoming a cop.
- Mr. Big is a stereotypical Italian gangster.
- When Nick Wilde was young, he wanted to be a good citizen. People bullied him and told him that he would never be trusted. He becomes a criminal because he doesn't see any other option.



2. Coming of Age/Identity

- Judy Hopps has always dreamed of becoming a police officer since she was a small child. When she finishes school, she chases her dreams in Zootopia, determined to prove herself as a real cop.

She settles for a lackluster apartment and takes a job as a meter maid in the police force. How does this align with her dreams? How does this change her outlook on Zootopia?



- Nick Wilde chooses to sell Pawpscicles and hustle people for a living. This aligns with his sly fox stereotype. This is how society sees him and defines his character in adulthood. Nick's criminal behaviour connects how he grew up and his past experience with bullying. As his character develops, he is challenged to question the role that he has chosen in society.



3. Proving Yourself

- Throughout the film, superstar singer Gazelles hit "Try Anything" reoccurs. Look up the lyrics and listen to the song and consider how they relate to Judy Hopps' ambition to prove herself as a young cop defying the odds. What is the message? Is it negative or positive?
- Consider the character development of Nick Wilde and how he shifts from being a "sly fox" to something more honourable near the end of the film. Contrast how he sees himself in the beginning to how he evolves in the end? What contributes to these changes?
- Judy Hopps takes an unsolvable missing persons case to



prove to Chief Bogo that she is a real cop and won't let the force down. What does this say about Judy's character and drive?

4. Bullying

- Judy Hopps stands up for some weaker children being bullied by Gideon Fox. He forces her to the ground and scratches her face telling her she will never be more than a stupid bunny. How does this scene drive Judy Hopps to focus on her dreams? How does her interaction with Gideon impact how she views foxes?
- Judy Hopps is also bullied or discriminated against when entering the workforce by Chief Bogo. How does this impact her drive to make him take her seriously as a cop? How does she perform as a meter maid? What does this say about her as a character?



- Nicke Wilde is bullied by the boy scouts when he tries to become the first predator boy scout. How did their treatment of him change his outlook on himself? How does this change how he relates to the world or how the world relates to him?

Cross-Curricular Culminating Activities

1. **History** - Judy Hopps becomes the first bunny cop. Explore examples of people throughout history who were trailblazers in their professions. How did these people change society for the better?
2. **Geography/Zoology** - What sort of living conditions do animals need? What do you notice about the different terrains throughout Zootopia and the animals living there? Can you think of another type of animal and special terrain that the movie could include?
3. **Design/Tech/Mathematics** - Examine the multi-layered bus that accommodates different sizes of animals. Design your own form of transportation that is inclusive and has customized areas for your favourite animals. Calculate the exact size for each component.
4. **Law/Social Justice** - The elephant says to Nick Wilde that they have the right to refuse service to anyone. Build a case to argue for or against Nick Wilde's right to buy a popsicle.

5. **Mathematics** - How big would a jumbo elephant popsicle have to be to be divided in ___ number of hamster sized popsicles.
6. **English** - Rewrite an entire scene from the perspective of a different character. How does this new perspective change the narrative?
7. **Media History** - Explore the history of anthropomorphized animals in clothing. When did it begin? What are some similarities that we can find amongst animated animals in clothing?
8. **Social Justice** - Secondary students plan a campaign for elementary students to challenge stereotypes and bullying.
9. **Literary and Media History** - Research stories that contain the theme of possession, zombies, split personalities etc. How does Zootopia reference these types of narratives?

Further Exploration

- ❖ **The Fantastic Mr. Fox (2009)**
- ❖ **The Good Dinosaur (2015)**
- ❖ **The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe (2005)**
- ❖ **The Land Before Time (1988)**
- ❖ **Wreck It Ralph (2012)**



Additional Film Production Notes

Directors (Left to right) Rich Moore, Byron Howard, Jared Bush



Budget:

\$150,000,000 (estimated)

Opening Weekend:

\$75,063,401 (USA) (4 March 2016)

Gross:

\$341,264,012 (USA) (29 July 2016)